



# EARTH DAY 2011



IDEAS FOR EARTH DAY BROUGHT TO YOU BY  
THE ENVIRONMENTAL WORKING GROUP OF  
PEACE CORPS - UKRAINE



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*With these and all the other great suggestions from the  
Environmental Working Group (EWG) of Peace Corps-Ukraine,  
you can make it Earth Day, every day!*

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**WWW.EWGUKRAINE.WIKISPACES.COM**

EWG has developed a new, easy to use website to help you  
turn your site green.

- Translated Lesson Plans
- Project Resources and Ideas
- Eco-friendly Partner Organizations
- Helpful Links

Let EWG Ukraine be your one-stop resource  
for all things environmental.



# 10 Things YOU Can Do For Earth Day

*and continue to make it Earth Day, every day!*

- 1 Teach** an awesome Earth Day lesson in your class or English Club! Choose from the lesson plans included in this booklet, a quick environmental warm-up activity during a regular lesson, or one of the many other great plans on the Environmental Working Group (EWG) website: <http://ewgukraine.wikispaces.com/>
- 2 Organize** a community clean-up! This is a fun, easy event to do that shows immediate results, and a detailed 'how-to' is included in this booklet.
- 3 Conserve** energy! Remember to unplug all electrical equipment when not in use to stop 'phantom energy' use in your apartment, office, and school. Buy energy efficient light bulbs. Use cold water to do your laundry and shower.
- 4 Inform** your students about the super fun summer camp iKNOW! It's a great opportunity to learn about the environment while having fun, meeting new people and enjoying the outdoors. More information can be found on the EWG website.
- 5 Nominate** someone for the EWG Environmental Award! Recognize that amazing person in your community making an effort to help protect the environment in Ukraine. Send an email with your nominee's info to [EkoUkraine.PC@gmail.com](mailto:EkoUkraine.PC@gmail.com).
- 6 Repair** water leaks and seal windows to stop wasting water and energy! A dripping faucet wastes 2 liters of water an hour, and sealing air leaks on window can reduce energy consumption by 10% when heating a home.
- 7 Reduce** your plastic waste and buy a water filter! EWG research shows volunteers who use a water filter every day, rather than buying plastic water bottles, can save more than a month's living allowance during their two years of service.
- 8 Reuse** old household items whenever possible. Old shirts and socks can be new house rags. Cardboard boxes and toilet paper rolls make a great base for classroom materials. Make a kitchen window garden from old containers. Create trash art with your club. Get creative and ask what something else can be used for before throwing it away.
- 9 Recycle** old bottles and jars to your local Baba for reuse. Some towns have recycling cages and pick up paper waste too. Find out what's available in your town: talk to your neighbors, counterparts, or local administration. (And let EWG know so we can add it to our resource list!)
- 10 Encourage** other people to be conscientious of the environment! Your actions have an impact and people notice what we do as volunteers. So throw that cigarette butt in the trash, talk about recycling and the environment, and let's do our part to make Ukraine a more eco-friendly place.

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## Environmental Warm-up Topics and Short Activities For Classrooms and Clubs

### Earth Day Acrostic Poem

#### *Materials:*

- Paper and markers (optional)

#### *Procedure:*

Write the letters E-A-R-T-H vertically on the board. Tell pupils to think of words or phrases starting with each letter that describe our planet. They can work individually, writing in their copybooks, or in groups to make a small poster that they present to the class. Tell them to be creative!

### Environmental Modal Verbs

#### *Materials:*

- Slips of paper with phrases written on them (see below)
- Masking tape

#### *Procedure - Variation I:*

Write the headings, "We should" and "We should not" on the blackboard. Hand out pieces of paper with actions that are good and bad for the environment, For example:

- litter (throw rubbish on the ground)
- use plastic bags many times
- throw away glass jars
- give food waste to animals or use it as compost
- walk to school
- ride a bicycle to the store
- go by car to the store
- take long showers
- turn off the water when we brush our teeth

Have pupils place the phrases on the board under the headings. Check to see if everyone agrees with the answers and if the pupils have more good ideas!

#### *Procedure - Variation II (Higher levels):*

Ask pupils to brainstorm problems threatening our environment. Write these on the board. You can supply some ideas, such as water pollution, air pollution, species extinction, global warming, etc. Next, ask them to write sentences using targeted modal verbs (e.g., can, should, must, need to) on how to resolve these problems. For example:

- We can go by car less often.
- We shouldn't litter in or near our rivers, lakes, and oceans.
- We must clean up after ourselves when we have picnics in the woods.

### What do trees give us?

#### *Materials:* none

#### *Procedure:*

[Taken from "Ten Environmental Games" <http://ewgukraine.wikispaces.com>]

Tell pupils to think of as many things or services that trees give us as they can. Pupils take turns sharing their lists and cross off any items that others have said. You can write these items on the board as they are mentioned. Whoever has the most unique answers left wins!

Some examples of what trees give us:

- Wood for homes, furniture
- Magazines
- Newspapers
- Books
- Heating for homes
- Fruit
- Tea
- Gum
- Rubber
- Birch juice
- Medicine (aspirin, etc.)



## Environmental Slogans

### Materials:

- Slips of paper, each with one English or Ukrainian version of an environmental slogan

### Procedure:

[Taken from "Slogans Lesson Plan" <http://ewgukraine.wikispaces.com/>]

Give each pupil in the class either an English- or a Ukrainian-language version of an environmental slogan. Allow the pupils five minutes to find someone with the same slogan in the other language. Once all slogans have been matched up, have the pupils present the slogans aloud and vote for the best one.

Optional, for higher-level classes: Challenge the pupils to come up with their own slogan.

### *Twenty-five environmental slogans and translations:*

1. Treehugger. | Той хто обнімаю дерево.
2. Think globally; act locally. | думай глобально, дій локально.
3. The Earth does not belong to us. We belong to the Earth. (Cree proverb) | земля не належить нам, ми належимо землі.
4. Keep your cigarette in the car. The Earth is not your ashtray. | тримай свої сигарети у машині, земля не попільничка.
5. Love your mother...Mother Earth. | люби свою матір...землю матір
6. Humans aren't the only species on Earth. We just act like it. | людські істоти не єдиний вид на землі. ми лише так себе ведемо.
7. Reduce, Reuse, Recycle, Restore. | зменшувати. використати ще раз. переробити. відновити.
8. Take nothing, but pictures. Leave nothing, but footprints. | не знімайте нічого крім фотографій. не залишайте нічого крім слідів.
9. Extinct is forever. | вимирання на завжди.
10. Environmental protection is a family value. | захист навколишнього середовища це сімейна цінність.
11. One generation plants the trees; the next gets the shade. | одне покоління садить дерево, інше (отримує) має тінь.
12. Polar bears for global cooling. | полярні ведмеді за глобальне похолодання.
13. Every day is Earth Day. | кожного дня – день землі.
14. Plant a tree; seed the future. | вирости дерево; сій майбутню.
15. Save the Earth. | врятуй землю
16. Save the world. | врятуй світ
17. Keep oceans clean. | не забруднюй океан
18. Restore the river. – віднови річку
19. Factories for "No Smoking!" | заводи проти куріння.
20. The sea is not a trash can. | море не смітник.
21. Save the whales. | врятуйте китів.
22. Breathe clean air. | дихайте свіжим повітрям.
23. Stop pollution. | припиніть забруднення.
24. Save the rainforest. | врятуйте тропічні ліси.
25. A clean Earth is a clean home. | чиста земля – чистий дім





## Waste Checklist

### Materials:

- Copies of the waste checklist for each pupil OR
- Waste checklist items written on the board

### Procedure:

[Taken from "Recycling Trash or Treasure" <http://ewgukraine.wikispaces.com/>]

Give each pupil a copy of the waste checklist below. Explain any new vocabulary as necessary. Instruct them to check the items that they have thrown away during the week. After completing the checklist, have the pupils share some items aloud. To conclude the warm-up, have the pupils discuss what they could have done with each item that they threw away. Be creative!

### Waste Checklist

Directions: Put an X next to the items you threw in the wastebasket this week.

- \_\_\_\_\_ Paper bag
- \_\_\_\_\_ Newspaper
- \_\_\_\_\_ Book
- \_\_\_\_\_ Magazine
- \_\_\_\_\_ Paper milk carton
- \_\_\_\_\_ Other paper
- \_\_\_\_\_ Napkin
- \_\_\_\_\_ Aluminum can
- \_\_\_\_\_ Apple core
- \_\_\_\_\_ Old clothes
- \_\_\_\_\_ Plastic milk carton
- \_\_\_\_\_ Tin can
- \_\_\_\_\_ Glass jar
- \_\_\_\_\_ Gum Wrapper
- \_\_\_\_\_ Orange peel
- \_\_\_\_\_ Plastic bag
- \_\_\_\_\_ Broken toy
- \_\_\_\_\_ Grass clippings
- \_\_\_\_\_ Batteries
- \_\_\_\_\_ Old Clothing
- \_\_\_\_\_ Other

## "We Are Many, The World Is One" (Higher level classes)

**Materials:** Lots of textbooks

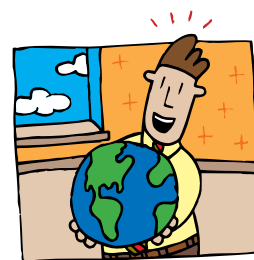
### Procedure:

[Taken from "Environmental Ethics (English )" <http://ewgukraine.wikispaces.com/>]

Select one participant from the class, this person will represent the earth. Ask the class to name environmental problems (i.e. litter, smog, etc). When a person names an environmental problem, they are given a book (or whatever is accessible in the class that could represent the environmental problem) and that person places the object in the hands of the participant who is playing the role of the earth. You should write these problems on flipchart paper or the blackboard. After the "earth" receives several books, the class sees that the "earth" begins to struggle to hold up all the "problems." A great way to conclude the warm-up: The facilitator can ask the group how these problems can be fixed. In this case, people begin to take problems away from the "earth" – visually representing how they can help to save the environment.



# Environmental Lesson Plans



## Environmental Awareness

**Level:** intermediate

**Time:** About 40 minutes

**Materials:** chalkboard, chalk, (whiteboard, markers), small paper with unfinished sentences, blank paper for small groups

**Objective:** Students will be able to discuss options for dealing with polluters and explain how they would respond to various environmental scenarios.

**Warm-up:** (7 minutes)

1. Tell students this story: A judge in Spain handed down a novel sentence recently to a factory-owner who had contaminated the environment (a local river). By obligating the man to attend classes on the fragility of the environment, the judge was able to waive the initial sentence – a six-month jail term.
2. Get students to comment on the above punishment and crime. This should spark a good deal of discussion. Possible responses include: the decision was a good idea, the decision was too lenient, he should go to jail as well, etc.
3. Now get your students to suggest other forms of punishing the man/polluters in general. Imagine the above person had caused toxic chemicals to be dumped into a local river, killing 10,000 fish in the process: how can he be punished? Order him to restock the river? Close the factory? What about the workers? A huge fine could drive him out of business? Have the students debate the relative importance of jobs versus a clean environment.

**Introduction of new material:** (10 minutes) Write on small pieces of paper the following, unfinished sentences. Tell students that just as they can think carefully about what the judge said in Spain, they can think carefully about what they should and would do in their own lives. Have students draw from a hat (or bag) the unfinished sentence, and say how they would respond in the given scenario. Ask other students if they agree, encourage more creative answers, or have them practice reported speech by saying “X student said that she would...” Variations to this activity could be students writing in their copy books these sentences, or asking each other these ideas in question form. Finish the sentences:

- If I saw somebody throwing an empty packet on the street, I would ...
- If I discovered the factory I worked in was secretly polluting the environment, I would ...
- If I were minister for the Environment, I would ...
- If I lead an environmental group, I would ...
- If I could punish all people who litter, I would ...
- If I had to do without perfume/ deodorant, I would ...
- If I were a fisherman, I would ...
- If I could not eat tinned tuna fish, I would ...
- If a nuclear bomb exploded, I would ...
- If they tried to build a nuclear power station near my house, I would ...
- If I knew a local animal had become an endangered species, I would ...
- If I had to light my fire with either coal or wood, I would ...
- If I had to travel to work by car or by public transport, I would ...
- If I wanted to dump a box of rubbish, but I could not find a bin, I would ...
- If the local council were planning to build a dump near my house, I would ...
- If I was with friends who didn't clean up after a picnic, I would ...

**Practice:** (7 minutes, group activity) Tell your students that in our lives, everyday, we affect the environment. Sometimes, it's not a factory owner polluting the local river and killing thousands of fish; but a thousand regular people, each doing something small, which combined can harm the environment. Organize the students in small groups. Give each group a piece of paper. Ask them to write a list of 10 things they do, good or bad, to help or harm the environment everyday.

**Application:** (7 minutes): Divide the board into two parts - "good for the environment" and "bad for the environment." Have each student go to the board and write one significant thing under each headline. Discuss the items as they are writing. Be sure to ask "Why do you think this?"

After everything is written on the board, have students match items on the board. i.e. one good thing they can do to counter-act the bad. In many cases, their ideas will balance each other (one student will write "Don't litter" under Good, and "Littering" under Bad).

**Summary:** (5 minutes) Go around the room. Students should tell one thing they can do in their lives to help the environment. Encourage them to share this lesson with their friends and family.

**Homework suggestion:** Ask students to interview friends and family. Find out three new things those people do to help the environment everyday.

#### **10 Things a Volunteer Can Do To Help The Environment**

1. Turn off the water when you are brushing your teeth
2. Turn off the lights when you leave the room
3. Break down waste when you throw it away. Ask the neighbors if you can donate bio-waste to composts or pets.
4. Find a place to return your glass bottles: ask at shops, kiosks, bazaar stalls - or any baba.
5. Reuse teaching supplies
6. Reuse supplies in the Peace Corps office, like water bottles, glasses, and paper.
7. Use natural cleaning supplies. Consult the Baba's Cookbook for unique solvents.
8. Toss your cigarette butts and all other trash in the trashcan
9. Donate things that are still useful (Peace Corps manuals, old kitchen supplies, or clothing) to schools, orphanages, and other organizations
10. Do an environmentally-based lesson - easily accomplished with this book, the spectacular EWG resource CD, and the EWG wiki website.

#### **10 Things a Ukrainian Can Do To Help The Environment**

1. Throw trash in a trash can or other waste receptacle
2. Find some litter to pick up. Just because it's not yours, doesn't mean you can't help by picking it up.
3. Dispose of chemicals properly. Do not pour them in the yard, in the river, in the gutter, or down the drain.
4. Turn off lights, fans or TV when you leave the room
5. Sort and separate waste
6. Be creative with waste. Turn plastic bottles into planter pots or bird feeders.
7. Do not burn plastic or styrofoam
8. Plant a tree anywhere - in the village, in the city, or even in the forest to help make the Earth greener.
9. Use water responsibly. Don't let the faucet or shower or faucet run when you are not using it.
10. Pass it on! Tell a family member or friend about ways to help the environment





## The Giving Tree

**Level:** Intermediate / advanced beginner

**Time:** 40 minutes

**Materials:** Chalkboard, copies of *The Giving Tree* by Shel Silverstein (<http://www.poemhunter.com/poem/the-giving-tree/>), leaves (<http://www.craftjr.com/leaf-template-printables/>).

**Objective:** Students will be able to: (1) identify how trees are used, and (2) express their ideas about giving and receiving and apply it to ways they can help the environment.

**Warm-up:** (5 minutes) Have students look around the classroom and identify what is made of wood. Possible answers could be: tables, chairs, pencils, paper, books, etc. Ask students question designed to show that people use trees for many things in our lives. Follow up this discussion with a brainstorm about what trees need to grow. Answers include water (specify clean/dirty), sunshine, animals (to spread seeds), air, and soil.

**Introduction of new materials:** (10 minutes) Introduce topic of trees in students' lives. Draw two tree outlines on chalkboard, one like an oak and one like pine. Ask students questions about where trees are located in their everyday lives, is it clean around them, do they look healthy, etc.

Pre-teach vocabulary that students may not know found in *The Giving Tree*. Possible vocabulary: shade, trunk, stump, king, crown, hide-and-go-seek, older, alone, sail away, but not really, straightening, weak.

**Practice:** (15 minutes) Read *The Giving Tree*. Teacher reads once out loud, and then students read again in turns or pairs. Talk about what is happening after each section or ask students questions afterward to check for comprehension:

- Do you think that the tree and boy are friends?
- What does the tree give the boy?
- Does the tree make the boy happy? Is the tree happy? Why was the tree 'not really' happy for a time?
- Do you think the boy is selfish?
- What could the boy do for the tree? What do trees need?

**Application:** (10 minutes) On the branches of one tree on the chalkboard, write down all the things that the tree can give. On the branches of the other tree, write down all the things that people can do for the tree. Gather some leaves and have students make leaf rubbings that they can list what people can do for the tree on. Alternately, have leaf cutouts for the children to list what people can do for the tree on. Examples of what trees can give include: food, shelter for animals, products for people, oxygen, and shade.

**Homework suggestions:** Have the students write a letter to the boy from the perspective of the tree telling the boy what he can give to the tree. Alternately, have students write an "I Am" poem from the perspective of the tree or the boy.



## Environmental Slogan Debate

**Level:** Intermediate / higher-level

**Time:** about 40 minutes

**Materials:** Visuals showing examples of environmental slogans as teachers aids; paper / poster board and markers.

**Objective:** Students will be able to conceptualize environmental slogans through a debate and the application task of writing slogans.

**Warm-up:** (5 minutes) Questions about slogans will be asked. What are slogans? Who uses slogans? What is the goal of a good slogan? What are some examples of slogans? What is your favorite slogan?

**Introduction of new material:** (10 minutes) Introduce to student the idea of the environment. What is the environment? Why are slogans important in the environmental movement? Have you ever heard of some environmental slogans? And then show them eight powerful slogans we often hear in the English-speaking world about the environment in the environmental community. (You can also reference the full list of slogans and translations provided in the warm-up activities section of this manual, using that activity as a variation.)

- Tree hugger
- Love your mother
- Extinct is forever
- Save the earth
- Don't litter
- Save the rainforest
- Think globally; act locally
- Plant a tree; seed the future.

**Practice:** (7 minutes) Ask the students: What do these slogans mean? Use these words in sentences to help them understand. Ask them, "Which slogan is better?" and "Why does that slogan grab your attention, and not the other?" Have student votes on their favorite.

**Application:** (15 minutes) Divide the class into small groups. Give each group a piece of paper and some markers. Have them come up with their own environmental slogan (and advertisement), which they can then present to the class. Be sure to have all students in the group speak, and probe them with questions like, "Why did you chose these words?" and "Is this issue important to you?"

**Summary:** (5 minutes) Ask the students which slogan's of their classmates were their favorite's. Don't vote, simply discuss, and congratulate the different groups on their creativity. Post their posters in the classroom, or even in a different place in the hall to celebrate their creativity and support their important environmental messages.

**Homework suggestion:** Have students find and example of an environmental slogan in a newspaper, magazine or online in Ukrainian or Russian. Students can translate the slogan and say why they think this works or doesn't work as a powerful slogan in their country.

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## Waste in the World

**Level:** All

**Time:** about 40 minutes

**Materials:** 2-liter bottle of water, measuring cup, paper, cotton rag, orange peel, juice box, cigarette butt, nylon fabric, aluminum can, plastic bottle, glass jar, paper with time spans written on it.

**Objectives:** Students will be able, through touching and feeling real materials, explain how little drinkable water there is on the earth and tell how long trash lasts on Earth.

**Warm-up:** (5 minutes) What is the environment? Have students brainstorm words related to the environment out loud. Encourage them to think broadly and simply – sky, ground, water, flowers, trees, etc. You can make this a competition (divide into pairs, and the students with the most environmental words wins; or you can work together, listing the the words on the board; or you can simply draw them out orally.

**Introduction of new materials:** (15 minutes) Remind students they identified water as part of the environment. How do we use water in our daily lives? What are some problems with water? How much water is available for the Earth's needs? When they can't give an answer, begin your demonstration (below). Review problematic vocabulary ahead of time (freshwater vs. saltwater, glaciers; drinking). After going through the demonstration, discuss the students reactions. Are they surprised? What can they do to help save water? (take shorter showers, turn off the water when they brush their teeth, encourage others to save water, etc).

- a.) Fill a 2-liter bottle with water. Add a few drops of blue food coloring to represent all the water on Earth.
- b.) Calculate 2.5% of 2 liters (50 ml) and place this quantity in a clear container. Explain that this represents the amount of freshwater on Earth.
- c.) Remove 70% of this amount (35 ml) to show the amount of water that is trapped in glaciers or water that is too deep in the ground to be used. Place this amount in a separate container.
- d.) Show what is left (15 ml). Explain that this small amount is less than 1% of the Earth's total water supply\is all the water in the world available to meet people's needs, including water needed for drinking, washing and farming.

**Application:** (15 minutes) Draw students out. What other problems do they see in their communities? Elicit from them the idea of trash or litter on the ground. Discuss: Is this good for the environment? Do they leave plastic out on the streets?

Introduce new vocabulary ("decompose"). Display all the items you have brought to class, and show the small pieces of paper representing different time frames to decompose.



Ask students, one by one, to match the time frame with the items. Once all the items have been properly matched, have the students write down in their copy books the time frames, and quiz them on the numbers.

1. Paper, 2-4 weeks
2. Cotton Rag, 1-5 months
3. Orange or banana peel, 6 months
4. Plastic coated paper (milk/juice boxes), 5 years
5. Cigarette Butts, 1-12 years
6. Nylon fabric, 30-40 years
7. Aluminum can, 200-500 years
8. Plastic, 450 years
9. Glass ... too long to know!

**Summary:** (5 minutes) Are students surprised by what they learned in their lesson? Tell them today was a chance to really see and feel what people usually speak about in regards to the environment. Ask them if they thought today's lesson was effective and if they will remember this information. Ask them what they plan to do to help the environment, based on the new information they have received today.

**Homework suggestion:** Ask students to keep a record or a diary throughout the week, recognizing how they use water, and what they throw out everyday. Students should present their results, and make suggestions for themselves about reducing their waste consumption.

**Waste Checklist (from activity/discussion topics)**

Put an X next to the items in the wastebasket this week. How could these things have been reused, reduced or recycled?

- ☐ Paper bag
- ☐ Newspaper
- ☐ Book
- ☐ Magazine
- ☐ Paper milk carton
- ☐ Other paper
- ☐ Napkin
- ☐ Aluminum can
- ☐ Apple core
- ☐ Old clothes
- ☐ Plastic milk carton
- ☐ Tin can
- ☐ Glass jar
- ☐ Gum Wrapper
- ☐ Orange peel
- ☐ Plastic bag
- ☐ Broken toy
- ☐ Plant clippings
- ☐ Batteries
- ☐ Old Clothing
- ☐ Other?



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# Environmental Working Group

Steps volunteers can take

Winter 2011

## Volunteers save money and the earth by using water filters

Recent Environmental Working Group research shows that volunteers who use a water filter every day, rather than buying plastic water bottles, can save more than a month's living allowance throughout two years of service.

Volunteers who purchase just two liters of water daily (at UAH 4 per bottle) spend about UAH 2,850 in two years of service – 79% more than volunteers who use water filters and replacements. Even volunteers drinking just one liter of water a day can save about \$100 by switching to reusable water filters.

Initial costs for purchasing a reusable water pitcher and filter range from UAH 50 to UAH 200, depending on the size and brand of the pitcher. However, even the most expensive brands pay for themselves after a mere month and a half of use. Re-

placement filters, recommended generally every three months, cost an average UAH 55 to 65.

In addition to saving money, volunteers with water filters help reduce the billions of plastic bottles sent to landfills every year.

Plastic water bottles, which usually are thrown out the day they are used, take 450 years to decompose. The Container Recycling Institute reports that nearly 60 million bottles are thrown away and not recycled every day – in the United States alone. Water filter cartridges, even if they aren't recycled, create significantly less waste than water bottles in landfills.

The Earth Policy Institute reports that the United States uses roughly 1.5 million barrels



of oil each year simply in the production and distribution of plastic water bottles.

The EWG strongly recommends that volunteers invest in a water filter, in order to save money and environmental resources.

Where volunteers claim this is not possible, we recommend they “recycle” their bottles by donating them to the local *babas*, who use them in their homes and at the market to sell their home-made products.

## PCVs encouraged to make their homes more eco-friendly

Volunteers, especially PCVs new to their communities, homes and host families, should consider how to make their new living spaces more environmentally friendly.

1. The simple act of unplugging cell phone chargers and appliances can save a home owner up to 10% of its regular energy costs. TVs, chargers and other

electronic appliances consume energy, even when not switched on (a phenomenon known as “vampire energy” or “phantom energy use”)

2. Repair leaking faucets to save precious water resources. That drip-drip-drip wastes 2 liters of water an hour (18,000 liters a year). Speak openly with your landlord about its repair.

3. Sealing air leaks on windows and other proper insulation can also reduce energy consumption by 10% when heating the home.

4. Turn off the gas before leaving your home for travel. This is simply a smart and safe habit, recommended by both the EWG and the PC Safety and Security Council.



# BUY ECONOMICAL "CFL" LIGHTBULBS!

## SAVE MONEY AND HELP THE ENVIRONMENT!



- CFLs use 75% less energy than traditional incandescent light bulbs
- CFLs last 10 times longer than the alternatives
- CFLs can pay for themselves within six months of use

Traditional incandescent bulbs waste significant amounts of energy through heating the wire filaments to produce light. CFLs, though more expensive initially, will last for much longer.

Don't be frightened by higher prices ... INVEST!

## Покупайте экономные лампы

## Сохраните деньги и помогите окружающей среде



•Экономные лампы могут прослужить в 10 раз больше, чем обычная лампочка

•Экономные лампы используют 1/3 количества энергии, чем обычная лампочка

•Экономные лампы окупаются через 6 месяцев

•Экономные лампы не вырабатывают тепла, оставляя комнату прохладной летом



# Trash Burning

## Harmful for:

- the air
- your health
- the environment
- You!

Each spring many chronic diseases get worse, respiratory conditions peak, and various allergic reactions arise. We usually blame these problems on the weather, vitamin deficiencies, or changes in barometric pressure. We forget, however, that the air in this season is filled with **smoke from trash burning**, which contains numerous harmful components:

- **Carbon monoxide** – It binds with hemoglobin in the blood to form carboxyhemoglobin. This toxic molecule induces hypoxia, or oxygen deprivation, which can result in dizziness, headaches, immune suppression, and weakness.
- **Benzopyrene** – A strong carcinogen, which creates mutations turning good cells into cancerous ones.
- **Dioxins** – They suppress the immune system and promote cancer development. Dioxin also interferes with the proper functioning of the endocrine system.
- **Ketones and aldehydes** – They cause irritation of the eyes, nose, throat, and lungs.
- **Polycyclic aromatic hydrocarbons** – Most of these produced in smoke are carcinogens, which can cause cancer.
- **Heavy metals**

For every ton of plant waste burned, nine kilograms of smoke particles that remain suspended in the air for an extended period of time are released. Medical professionals, ecologists, and Ministry of Emergency Situations (MNS) workers all warn about the dangers of trash burning.

Trash burning also harms our environment. It injures plant root systems at the burn site and kills beneficial insects and microorganisms. This contributes to soil exhaustion.

**Composting** is an alternative to burning yard waste.



### What is compost?

Compost is a well-formed mixture of organic plant and animal waste.

### Why compost?

Composting allows you to cheaply and effectively turn yard and garden waste into valuable material (fertilizer). Also, composting is a safe way to recycle leaves and organic waste that does not harm the environment or health.

### What can you compost?

At summer cottages and for gardens it is convenient to prepare a compost using practically all waste: plant remains, stalks, dry leaves, weeds, wood shavings, roots, yard waste, kitchen waste, ash, and also fecal matter.

### What **can't** you compost?

You cannot compost diseased or herbicide-treated plants or weeds with seeds. You must moisten dry waste before adding it.

### What do you need for composting?

- The best place for a compost pile is shady, untrampled, and far from trees.
- It is best to place a fence with netting or boards around the perimeter. If there is a concrete or brick wall, there must be vertical slits for ventilation. The compost may turn sour without access to oxygen.
- The chosen area should be tamped down and the bottom covered with material for retaining moisture, such as peat, fine straw, dry leaves, etc. You may use sand and sod. This base should be no less than 30 centimeters thick.
- Two times each season the compost must be mixed.
- Compost must always be moist, so in dry weather it must be watered regularly. (It is recommended that you do not use soap water). To retain moisture in the compost pile, you may cover it with film or burlap. It is a good idea to line the sides with newspaper.
- Before hard freezes, place additional soil, pine needles, or dry leaves on the top to keep the compost from freezing. The total thickness of the covering must be 30 to 40 centimeters.

**Sorting and recycling trash** is an alternative to burning plastic, cardboard, paper, and metal waste. Look for opportunities near you – you may be able to make money from recycling your waste!

### For more information:

- "Палити сміття -- собі дорожче" - Відомості.іа (April 8, 2010) <http://vidomosti-ua.com/an/11514/> (accessed on October 20, 2010)
- "Спалювання листя є правопорушенням" (September 9, 2008) - МІНІСТЕРСТВО ОХОРОНИ НАВКОЛИШНЬОГО ПРИРОДНОГО СЕРЕДОВИЩА УКРАЇНИ <http://www.menr.gov.ua/cgi-bin/go?node=3037> (accessed on October 20, 2010)
- "Чим небезпечно для здоров'я спалювання сміття?" - ВІДДІЛ ЕКОЛОГІЇ ТА РАЦІОНАЛЬНОГО ПРИРОДОКОРИСТУВАННЯ (Краматорської міської ради) <http://www.krm.dn.ua/pg/uk/page/368/> (accessed on November 4, 2010)
- "Типо комност" - <http://botanicka.narod.ru/Doglad/dobruva/kompost.html> (accessed on November 10, 2010)

Pictures taken from: <http://www.awm.delaware.gov/Info/Pages/OBFAQ.aspx>;  
<http://www.naparecycling.com/uploads/Backyard-composting.gif>

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# Спалювання сміття

## Шкідливо для:

- повітря
- здоров'я
- довкілля
- Вас!

Альтернативою спалювання опалого листя, дворового сміття є компостування.



### Що таке компост?

Компост - це суміш органічних залишків рослинного і тваринного походження, що добре розклалися.

### Навіщо компостувати?

Компостування дозволяє дешево і ефективно перетворювати відходи присадибної ділянки на цінний матеріал. Також, метод компостування є безпечним способом переробки листя та інших органічних відходів, що не шкодить довкіллю і здоров'я.

### Що можна компостувати?

На дачних і присадибних ділянках найзручніше готувати збірний компост, на що використовуються практично всі відходи: рослинні залишки, бадилля, сухе листя, бур'яни, стружка, кора, дворове сміття, кухонні відходи, зола, а також фекалії.

### Що не можна компостувати?

Не можна закладати хворі або оброблені гербіцидами рослини і бур'яни з насінням. Сухі відходи зволожуються.

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Навесні загострюються різні хронічні хвороби, припадає пік респіраторних захворювань, виникають різні алергічні прояви. У цьому ми звинувачуємо будь-що — перепади погоди, авітаміноз, зміни атмосферного тиску. Але забуваємо про те, що в цей період повітря насичене **ДИМОМ ВІД СПАЛЮВАННЯ СМІТТЯ**, в якому міститься дуже багато шкідливих речовин:

- **Чадний газ** (окис вуглецю) - Він, з'єднавшись із гемоглобіном у крові, утворює метгемоглобін. Ця токсична сполука викликає гіпоксію, тобто нестачу кисню в організмі, а результат цього — головокружіння, головні болі, зниження імунітету, синдром загальної слабкості.
- **Бензопірен** - Це сильний канцероген, який призводить до мутації доброякісних клітин у злоякісні.
- **Діоксини** - Пригнічуючи імунітет провокують розвиток онкологічних захворювань. Діоксин порушує відладжену роботу ендокринних залоз.
- **Кетони й альдегіди** - Викликають подразнення очей, носа, горла та легенів.
- **Поліциклічні ароматичні вуглеводні** - Більшість з цих є канцерогенами, які здатні спричинити ракові захворювання.
- **Важкі метали**

При згорянні однієї тонни рослинних залишків вивільняється приблизно 9 кілограмів мікрочастинок диму, які довго залишаються у повітрі у завислому стані. Про небезпеку спалювання рослинного сміття попереджають медики, екологи й працівники МНС.

Спалювання сміття також шкодить нашому довкіллю: у місці вогнища пошкоджується коренева система рослин, гинуть корисні комахи та мікроорганізми. Це призводить до виснаження ґрунту.

### Що потрібно для компостування?

- Для компостної купи вибирають затінене і незатоплюване місце на ділянці, далеко від дерев.
- По периметру бажано встановити огорожу, сітку або дошки. У цегляних і бетонних стінках треба залишати вертикальні щілини для доступу повітря. Без доступу кисню компост може закиснути.
- Вибраний майданчик утрамбовується, дно покривається матеріалом для утримання вологи: торф, подрібнена солома, сухе листя і т.д. Можна використовувати пісок і дернову землю. Товщина основи - не менше 30см.
- Два рази за сезон компост треба перемішувати.
- Компост постійно повинен бути вологим, тому в суху погоду його треба регулярно поливати (не рекомендується використовувати мильну воду). Для збереження вологи купу можна накривати плівкою або мішковиною. Стінки компостного ящика добре обкладати газетами.
- Перед заморожуванням компост додатково накривається землею, ялиновим гіллям, сухим листям, щоб оберегти його від промерзання. Загальна товщина укриття повинна бути 30-40 см.

**Сортування і перероблення сміття** є альтернативою спалювання пластмасового сміття, картону, паперу, та металу. Пошукайте виходи біля вас – можливо Ви будете заробляти гроші від перероблення Вашого сміття!

### Для більше інформації:

- "Палити сміття -- собі дорожче" - Відомості.ua (8 квітня 2010) <http://vidomosti-ua.com/an/11514/> (на 20-10-10)
- "Спалювання листя є правопорушенням" (09.09.2008) - МІНІСТЕРСТВО ОХОРОНИ НАВКОЛИШНЬОГО ПРИРОДНОГО СЕРЕДОВИЩА УКРАЇНИ <http://www.menr.gov.ua/cgi-bin/ua/go?node=3037> (на 20-10-10)
- "Чим небезпечно для здоров'я спалювання сміття?" - ВІДДІЛ ЕКОЛОГІЇ ТА РАЦІОНАЛЬНОГО ПРИРОДОКОРИСТУВАННЯ (Краматорської міської ради) <http://www.krm.dn.ua/pg/uk/page/368/> (на 4-11-2010)
- "Типо компост" - <http://botanicka.narod.ru/Doglad/dobruva/kompost.html> (на 10-11-2010)

Малюнки: <http://www.awm.delaware.gov/Info/Pages/OBFAQ.aspx>  
<http://www.naparecycling.com/uploads/Backyard-composting.gif>

# How to Organize a Clean-up Project

1. Decide that you WANT to do a trash pickup.
2. Talk it up! Tell your students and co-workers your idea to spur their interest. Get a core group of people to help in the organization and execution of the project.
3. Pick a date! Remember Ukrainian holidays, time of year, weather, and other potential local events that might conflict with your clean-up. There will always be *something* going on, but choose the best day with the help of your group.
4. Pick a spot! (park, river bank, forest, beach, etc). Visit the site yourself prior to planning the clean-up.
5. Write a plan with the group. Include the proposed date, time, location and participants. Also include potential supplies or support needed: trash bags, rubber gloves, trailer or other means of trash removal. Don't be afraid to ask for more than you think you'll get – they can always say no!
6. Look for a small sponsor; this gets other organizations and /or companies involved in the project and increases awareness. They could help with snacks, prizes, supplies, and publicity.
7. Go visit the town administration and get their support. This is crucial: the action will be more sustainable if they support it. Present your proposal and ask for their input. Have them provide something – media support, gloves, trash bags or maybe even ice cream for the kiddos!
8. Secure a plan for trash removal. This is essential.
9. Take pictures before the trash pick up, and then after.... This will be GREAT to show the results! Take pictures DURING the day too – people love having their picture taken.
10. Once the date is set, advertise! Go to schools and make announcements. If you are in a small town, get everyone involved. If you are in a big town, consider just inviting your school or a few classes. Think of creative and engaging ways to advertise the trash clean-up: a short play, funny posters, etc.
11. Ask other PCVs for help.
12. Have all supplies, giveaways, and certificates ready to go before the big day.
13. Planning the day: things to remember:
  - a. Split the kids up into teams with adult leaders.
  - b. Define what trash is! Sticks, rocks and leaves are not necessarily trash. Orange and banana peels are 'organic' but also litter if in the wrong places. Decide if you want to pick these up.





- c. Make it fun – plan games, give out prizes, make up creative awards. Trash pick-up games could include: scavenger hunts, 3-legged trash races, cleanest area awards etc. Have team competitions. Set time limits. Plan volleyball, basketball, or other sports after the event. This isn't mandatory, but just something fun.
- d. Make it short – the whole event should be no longer than 4 hours. If you want to do a bigger project, spread it over a few days.
- e. Designate a spot for full trash bags. Separate by team if necessary.
- f. After the event, have a short recap of lessons learned or impressions. Have the kids express how they felt, what they saw, who's responsible, and their ideas for the future

14. Evaluate the day. This can be done by the PCV with or without student help, but the progress should be shown to the administration and sponsors to encourage future cooperation. Also, share pictures or stories with the PC Ukraine Environmental Working Group and other PCVs.

### ***Safety First! ... Keep It Safe and Sanitary***

- ☞ Have a first aid kit on hand for any small injuries or cuts.
- ☞ Glass: unbroken bottles are fine to pick up but tell kids to be careful. For broken glass, use your judgment. If the kids are young, have adults/PCVs pick up all of the glass. If the kids are older, emphasize safety and caution. Double up on bags to reduce ripping and tearing.
- ☞ Needles: don't let the kids touch them! Report all needles to adults/team leaders and have a special container (plastic or glass) to collect the needles.
- ☞ Have water and cups for drinking – if it's hot, keep the kids hydrated!
- ☞ Remind the kids not to overfill the bags – keep to 2/3 full. Bags will break if they are too full or too cheap.
- ☞ Figure out a hand washing station – you can use soap and water (if available) or hand sanitizer. Don't send the kids home with dirty hands!

### ***Supply List ... Keep It Cheap (except on the bags)***

- Strong plastic bags ... kitchen-size bags are best.  
DO NOT go cheap on the bags, as they will break if too full or bad quality!
- Drinking water and cups
- Enough RUBBER gloves for all participants
- Medical kit with hand sanitizer

***Remember to look for sponsors and donors –  
this is a project you can easily do without grant money!!***

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## чиста земля – чистий дѣм | A clean Earth is a clean home.

*A poem by Kristina Danchuk, 16, resident of Kiliya (Odessa oblast) Ukraine*

### До кілійців

Схилилися над тихим плесом верби,  
Плюскоче тихо хвилями Дунай,  
Снує ланами тракторець упертий,  
Весняний гомін чуть пташиних зграй.  
Таке звичайне все, для ока рідне,  
Чому ж так серце іноді щемить?  
Адже природа сяє так у квітні,  
Все прагне жити, квітнути, любити...  
Та байдуже тим до краси природи,  
Хто дбає лиш про власний гаманець:  
І ось стрункі тополі йдуть на дрова,  
І зведені посадки нанівець.  
Сміттям засипані при виїзді узбіччя,  
В дерев на гіллі – політилен.  
Ах, подивитися б тим хазяям в обличчя,  
Що так прикрасили маленький клен.  
Мабуть, удома в них все прибрано і чисто,  
Нема ні порошинки – хазяї!  
Сміття в мішках вивозиться за місто,  
Та й на узбіччя – це ж бо не свої.  
І можна вголос нам сварити владу,  
І лаяти міськком та виконком,  
Тужити, що нема в країні ладу,  
І стала Кілія занедбаним кутком.  
Давно вже варто деяким кілійцям  
До серця взяти істину просту:  
Природа – спільний дім; щоб в ньому було чисто  
Цінуй і збережи цю чистоту.  
Із року в рік проблема ця мандрує,  
Тому і серце іноді щемить,  
Що, люди добрі, дітям ми залишимо,  
Що прагнуть жити, квітнути, любити...

### For Kiliyans

Bending gracefully, willows reach over a calm mirror  
Of the smooth and quietly lapping waves of the Danube.  
A stubborn tractor pushes through a field.  
A spring hubbub, chirping flocks of little birds.  
Such is our everyday scenery, beauty for our native eye.  
So why is it that I have such pangs in my heart?  
Because nature shines so, in April,  
Everything wants to live, to blossom, and to love ...  
Yet some are so indifferent to the beauty of nature,  
That they care only about their wallet:  
They take the slender poplar for firewood,  
Leaving nothing on the land.  
Rubbish fills the outdoors beyond the city limits;  
Plastic bags hang from the branches of trees.  
Ah, to look at these property owners in person,  
Who would decorate a little maple with such things —  
Maybe at home these owners are so clean and tidy  
That there is not a speck of dirt!  
But these same owners leave bags of rubbish outdoors,  
Along the roadside, because there, it is not their own.  
But we can berate the citizens,  
And swear at the administration and executive committee,  
And yearn for order in the land.  
Yet, it is our land, Kiliya, that we have neglected.  
The message is overdue, that Kiliyans  
Must take to heart the simple truth:  
Nature is our common house, and it is up to all of us  
To value it and keep it clean.  
From year to year this problem carries on,  
And that is why I sometimes have these pangs in my heart.  
What will we leave for the children, the future?  
Everything just wants to live, to blossom, and to love...

*The Earth  
does not belong  
to us.  
We belong  
to the Earth.  
(Cree proverb)*

*земля не  
належить нам,  
ми належимо  
землѣ*



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**Make  
every day  
Earth Day!**

# Earth Day: The History of A Movement

*from the Earth Day Network website (<http://www.earthday.org>)*



Each year, Earth Day – April 22 – marks the anniversary of what many consider the birth of the modern environmental movement in 1970.

The height of hippie and flower-child culture in the United States, 1970 brought the death of Jimi Hendrix, the last Beatles album, and Simon & Garfunkel's "Bridge Over Troubled Water". Protest was the order of the day, but saving the planet was not the cause. War raged in Vietnam, and students nationwide increasingly opposed it.

At the time, Americans were slurping leaded gas through massive V8 sedans. Industry belched out smoke and sludge with little fear of legal consequences or bad press. Air pollution was commonly accepted as the smell of prosperity. "Environment" was a word that appeared more often in spelling bees than on the evening news. Although mainstream America remained oblivious to environmental concerns, the stage had been set for change by the publication of Rachel Carson's New York Times bestseller *Silent Spring* in 1962. The book represented a watershed moment for the modern environmental movement, selling more than 500,000 copies in 24 countries and, up until that moment, more than any other person, Ms. Carson raised public awareness and concern for living organisms, the environment and public health.

Earth Day 1970 capitalized on the emerging consciousness, channeling the energy of the anti-war protest movement and putting environmental concerns front and center.

The idea came to Earth Day founder Gaylord Nelson, then a U.S. Senator from Wisconsin, after witnessing the ravages of the 1969 massive oil spill in Santa Barbara, California. Inspired by the student anti-war movement, he realized that if he could infuse that energy with an emerging public consciousness about air and water pollution, it would force environmental protection onto the national political agenda. Senator Nelson announced the idea for a "national teach-in on the environment" to the national media; persuaded Pete McCloskey, a conservation-minded Republican Congressman, to serve as his co-chair; and recruited Denis Hayes as national coordinator. Hayes built a national staff of 85 to promote events across the land.

As a result, on the 22nd of April, 20 million Americans took to the streets, parks, and auditoriums to demonstrate for a healthy, sustainable environment in massive coast-to-coast rallies. Thousands of colleges and universities organized protests against the deterioration of the environment. Groups that had been fighting against oil spills, polluting factories and power plants, raw sewage, toxic dumps, pesticides, freeways, the loss of wilderness, and the extinction of wildlife suddenly realized they shared common values.

Earth Day 1970 achieved a rare political alignment, enlisting support from Republicans and Democrats, rich and poor, city slickers and farmers, tycoons and labor leaders. The first Earth Day led to the creation of the United States Environmental Protection Agency and the passage of the Clean Air, Clean Water, and Endangered Species Acts. "It was a gamble," Gaylord recalled, "but it worked."

As 1990 approached, a group of environmental leaders asked Denis Hayes to organize another big campaign. This time, Earth Day went global, mobilizing 200 million people in 141 countries and lifting environmental issues onto the world stage. Earth Day 1990 gave a huge boost to recycling efforts worldwide and helped pave the way for the 1992 United Nations Earth Summit in Rio de Janeiro. It also prompted President Bill Clinton to award Senator Nelson the Presidential Medal of Freedom (1995) -- the highest honor given to civilians in the United States -- for his role as Earth Day founder.

As the millennium approached, Hayes agreed to spearhead another campaign, this time focused on global warming and a push for clean energy. With 5,000 environmental groups in a record 184 countries reaching out to hundreds of millions of people, Earth Day 2000 combined the big-picture feistiness of the first Earth Day with the international grassroots activism of Earth Day 1990. It used the Internet to organize activists, but also featured a talking drum chain that traveled from village to village in Gabon, Africa, and hundreds of thousands of people gathered on the National Mall in Washington, DC. Earth Day 2000 sent world leaders the loud and clear message that citizens around the world wanted quick and decisive action on clean energy.

Much like 1970, Earth Day 2010 came at a time of great challenge for the environmental community. Climate change deniers, well-funded oil lobbyists, reticent politicians, a disinterested public, and a divided environmental community all contributed to a strong narrative that overshadowed the cause of progress and change. In spite of the challenge, for its 40th anniversary, Earth Day Network reestablished Earth Day as a powerful focal point around which people could demonstrate their commitment. Earth Day Network brought 225,000 people to the National Mall for a Climate Rally, amassed 40 million environmental service actions toward its 2012 goal of A Billion Acts of Green®, launched an international, 1-million tree planting initiative with Avatar director James Cameron and tripled its online base to over 900,000 community members.

The fight for a clean environment continues in a climate of increasing urgency, as the ravages of climate change become more manifest every day. We invite you to be a part of Earth Day and help write many more victories and successes into our history. Discover energy you didn't even know you had. Feel it rumble through the grassroots under your feet and the technology at your fingertips. Channel it into building a clean, healthy, diverse world for generations to come.

**HELP ACCOMPLISH 'A BILLION ACTS OF GREEN'! <http://act.earthday.org/>**